

# **GRACEVILLE ELEMENTARY SCHOOL**

## **Title I, Part A Parental Involvement Plan**

I, Petey Sims, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

### **Assurances**

- The school will be governed by the statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 9101(32), ESEA;
- Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent [Section 1118(b)(1) and (c)(3)];
- Jointly develop/revise with parents the school parental involvement policy and distribute it to parents of participating children and make available the parental involvement plan to the local community [Section 1118 (b)(1)];
- Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parental involvement policy and the joint development of the schoolwide program plan under section 1114(b)(2) [Section 1118(c)(3)];
- Use the findings of the parental involvement policy review to design strategies for more effective parental involvement, and to revise, if necessary, the school's parental involvement policy [Section 1118(a)(E)];
- If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the local educational agency [Section 1118(b)(4)];
- Provide to each parent an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [Section 1111(h)(6)(B)(i)];
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in 34 CFR Section 200.56 [Section 1111(h)(6)(B)(ii)]; and
- Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals [Section (h)(6)(A)].

  
Signature of Principal or Designee

10/9/14  
Date Signed

## Mission Statement

### Parental Involvement Mission Statement (Optional)

**Response:** Our purpose is to achieve excellence by working together to build foundational skills for lifelong learning.

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## Involvement of Parents

Describe how the school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parental involvement will be used [Sections 1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)].

**Response:** The School Advisory Council is the committee that makes decisions on parental involvement at Graceville Elementary. The Parental Involvement Plan is discussed and approved by council members at our first School Advisory Council Meeting. The person responsible will be the School Advisory Council Chairperson, staff members, parents, community members on the SAC, and the School Administrator. These meetings will be four times a year; two in the fall and two in the spring. Implementation will be measured by the adequate progress of the School Improvement Goals and objectives, and the School Advisory Council Committee's approval of the next year's Parental Involvement Plan. Graceville Elementary follows the requirements of State Statute 1001.452 in the selection of members to serve on the School Advisory Council. Additional items the SAC will discuss, review and revise with the input and or feedback from parents: Review of the student/schools achievement on FSA (First meeting and also done in Title I Annual Meeting, students through reports and parent conferences); Review of student/school achievement on other benchmark assessments; i.e. Think Link and FAIR (First Meeting and Title I Annual Meeting, each time the assessment is given); School/District Accountability Report Card; inclusion of parents in the decisions on how to spend the school's parental involvement allocation (this year we are requesting to spend funds on Substitute teachers for 2 days for parent-teacher conferences); School Parent Involvement Policy/Plan; Notification of resources available through the State Parent Information and Resource Centers; Parents Right to Know; Notification of students receiving instruction from a non-qualified teacher after 20 consecutive days.

The School Advisory Council Meeting minutes will reflect the input from parents on the above topics. The minutes from the prior meeting are approved at each meeting to ensure accuracy of meetings. Requests from parents through the School Advisory Council Meetings and other correspondence on additional topics identified in Section 1118 or strictly based on a parent's need is addressed in the School Advisory Council Meeting, when appropriate, and/or staff meetings to determine the feasibility of implementation and return on investment.

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## Coordination and Integration

Describe how the school will coordinate and integrate parental involvement programs and activities that teach parents how to help their children at home, to the extent feasible and appropriate, including but not limited to, other federal programs such as: Head Start, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, Title I, Part C, Title II, Title III, Title IV, and Title VI [Section 1118(e)(4)].

count	Program	Coordination
1	Head Start/Early Childhood	Combine efforts of Title I and Head Start to inform parents of Title I Components by including personnel and parents from Head Start, VPK, and Early Childhood Programs in the School Advisory Council.
2	ESE	Parent Involvement activities are coordinated by including input from parents of ESE students and working in close collaboration with ESE Office to meet the unique and special needs of students with varying exceptionalities. The individual and unique needs of students are included in planning activities.

3	Homelessness	The school and the homeless liaison work closely to ensure the needs of parents and students are met through parental involvement activities and additional academics. The administration, guidance counselor and Homeless Liason communicate on an as needed basis to provide appropriate services.
4	Title I, Part C Migrant	PAEC and the school coordinate with translation services and recruitment of parents to be involved in the school activities.
5	Title I Parent Night at GES	Parents and students are invited to attend our annual parent night to discuss Title I eligibility and resources available for assistance.

## Annual Parent Meeting

Describe the specific steps the school will take to conduct an annual meeting designed to inform parents of participating children about the school's Title I program, the nature of the Title I program (schoolwide or targeted assistance), Adequately Yearly Progress, and the rights of parents. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity [Section 1118(c)(1)].

count	Activity/Tasks	Person Responsible	Timeline	Evidence of Effectiveness
1	Open House	Principal James H. Sims	August, 2014	Parents will sign in to verify attendance
2	Title I Annual Meeting with District Title I Coordinator	Michael Kilts, James H. Sims	October, 2014	Parents will sign in to verify attendance. Effectiveness also evaluated based on results from parent survey.

## Flexible Parent Meetings

Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, child care, or home visits, as such services related to parental involvement [Section 1118(c)(2)].

**Response:** Through the use of Title I Parent Surveys, we discovered that a majority of parents prefer meetings held in the evenings. However, several parents noted that they were available for daytime meetings if notified in advance. We will survey parents each year as to the best time and day for parent meetings. This school year we will have evening meetings (Parent Nights and SAC meetings), as well as, Parent Conferences in September during the school day.

## Building Capacity

Describe how the school will implement activities that will build the capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement [Section 1118(e)]. Describe the actions the school will take to provide materials and training to help parents work with their child to improve their child's academic achievement [Section 1118(e)(2)]. Include information on how the school will provide other reasonable support for parental involvement activities under Section 1118 as parents may request [Section 1118(e)(14)].

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Math Night	Kristian Jones	Improving Math Skills	March, 2015	FSA Scores, Progress Monitoring (Think Link and FAIR), and parent sign in sheet
2	PTO	Camille Lakey	Providing necessary supplies and materials for student growth	2014-2015	FSA Scores, Progress Monitoring (Think Link and FAIR), and parent sign in sheet
3	SACS	Becky Dickson	School Improvement	2014-2015	FSA Scores, Progress Monitoring (Think Link and

					FAIR), and parent sign in sheet
4	Reading Night	Susan Burgan/Laurie Hamilton	Improving Reading Skills	October, 2014	FSA Scores, Progress Monitoring (Think Link and FAIR), and parent sign in sheet
5	Parent Training on using FOCUS	Becky Dickson	Increased Parent Involvement and Communication	October, 2014	FSA Scores and annual Parent Survey

## Staff Training

Describe the professional development activities the school will provide to educate the teachers, pupil services personnel, principals, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs, and build ties between parents and schools [Section 1118(e)(3)].

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Effective Communication with Parents	Principal	Information and materials will be shared with teachers to increase skills in effective communication with parents	Ongoing	Communication logs showing emails, phone calls, teacher conferences, and parent nights.

## Other Activities

Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents in more fully participating in the education of their children [Section 1118 (e)(4)].

**Response:** Graceville Elementary will hold Parent Nights for Math and Reading. These events are meant to assist parents in improving their child's math and reading skills so they may better help their children at home. Becky Dickson, TSA will be responsible for planning and implementation of these events. FOCUS Gradebook Training will be held in October at Reading Night and Math Night in March. The effectiveness of these events will be based on the annual Parent Survey, FSA Scores, Progress Monitoring Data (Think Link and FAIR).

## Communication

Describe how the school will provide parents of participating children the following [Section 1118(c)(4)]:

- Timely information about the Title I programs [Section 1118(c)(4)(A)];
- Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet [Section 1118(c)(4)(B)];
- If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children[Section 1118(c)(4)(C)]; and
- If the schoolwide program plan under Section 1114 (b)(2) is not satisfactory to the parents of participating children, the school will include submit the parents' comments with the plan that will be made available to the local education agency [Section 1118(c)(5)].

**Response:** Information about Title I programs will be provided at the Annual Title I Meeting and School Advisory Council meetings. 2014 FCAT, 14-15 Think Link, and 14-15 FAIR results will also be discussed at these meetings. Parent/Teacher Conferences are conducted in September with all parents and as needed throughout the school year. These conferences provide the opportunity for the teacher to discuss student achievement in the classroom and on assessments and future performance expectations, provide information on the curriculum and instruction being conducted in the classroom,

allow feedback from the parent on their child's education, and inform the parent of SAC meetings where they can discuss and provide input on the School-wide Program Plan. The school will monitor teacher/parent conferences through scheduling and the teacher evaluation tool.

Parent Involvement Policy: Discussed in School Advisory Council Meeting and Title I Annual Meeting

Website: Parent Resources including: Title I School-wide Program Plan, District Parent involvement Policy, School Parent Involvement Policy, FOCUS Access, School/District Public Accountability Report

Reading and Math Parent Nights: Information about how parents may help their child improve skills

Parent/Teacher Conferences

Student Progress Reports

Think Link Assessment: Schools benchmark assessment for reading, math and science (5th)

FAIR: Schools benchmark assessment for reading

FOCUS: Gradebook system with parent portal for viewing student grades and attendance

Parent Surveys: Conducted at the end of the school year for parents to give feedback on Title I programs and parent involvement activities.

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## Accessibility

Describe how the school will provide full opportunities for participation in parental involvement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the school plans to share information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand [Section 1118(e)(5) and 1118(f)].

**Response:** The school's ELL students are predominantly Spanish speaking. PAEC interpreters are available if needed and will translate documents into other languages, as appropriate. ESE teachers are available during parental involvement meetings and IEP meetings.

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## Discretionary Activities

Discretionary School Level Parental Involvement Policy Components Check if the school does not plan to implement discretionary parental involvement activities. Check all activities the school plans to implement:  
X Not Applicable

## **Evaluation of the previous year's Parental Involvement Plan**

### **Building Capacity Summary**

Provide a summary of activities provided during the previous school year that were designed to build the capacity of parents to help their children [Section 1118 (e)(1-2)]. Include participation data on the Title I annual meeting.

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Title I Parent Night	1	40	Increase Parent Involvement
2	Reading Night	1	75	Increase Reading Scores on FAIR, Think Link, and 2014 FCAT and Stanford 10
3	Math Night / Spaghetti Dinner	1	25	Increase Reading Scores on FAIR, Think Link, and 2014 FCAT and Stanford 10

### **Staff Training Summary**

Provide a summary of the professional development activities provided by the school during the previous school year to educate staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; the implementation and coordination of parent programs; and how to build ties between parents and the school [Section 1118 (e)(3)].

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Effective Communication with Parents	1	30	Information and materials will be shared with teachers to increase skills in effective communication with parents. Communication logs showing email, phone calls, teacher conferences, and parent nights will be kept.

### **Barriers**

Describe the barriers that hindered participation by parents during the previous school year in parental involvement activities. Include the steps the school will take during the current school year to overcome the barriers (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background) [Section 1118(a)(E)].

count	Barrier (Including the Specific Subgroup)	Steps the School will Take to Overcome
1	Parents seem uninterested in attending school activities.	The school will be involving students in presentations to encourage parental involvement. (reader theater, plays, presentations, family dinners, etc.)
2	Parents have difficulty attending due to work schedules.	Parent conferences may be scheduled before school, after school, or during teacher planning time.

### **Best Practices (Optional)**

Describe the parental involvement activity/strategy the school implemented during the previous school year that the school considers the most effective. This information may be shared with other LEAs and schools as a best practice. (Optional)

count	Content/Purpose	Description of the Activity
1	Increasing Parent Participation	Reading and Math Parent Nights

Teacher \_\_\_\_\_

Student \_\_\_\_\_

## Graceville Elementary School Parent/Student/Teacher Compact 2014-2015

We know that learning can take place only when there is a combination of effort, interest, and motivation. Because we are committed to your child's progress in school, we are going to do our best to promote his/her achievement.

This agreement is a promise to work together. We believe that this agreement can be fulfilled by our team effort. Together we can improve teaching and learning.

As a parent/guardian I will:

- ❖ provide adequate food and rest so my child is ready to learn.
- ❖ provide my child with necessary medical attention.
- ❖ see that my child attends school regularly and is on time.
- ❖ talk with my child about school activities and review work daily.
- ❖ establish a time and a place for homework and help/review as necessary.
- ❖ encourage my child to read at home.
- ❖ monitor and limit TV viewing.
- ❖ check folders and materials.
- ❖ sign and return papers promptly.

Parent/Guardian Signature \_\_\_\_\_ Phone Number \_\_\_\_\_

Address \_\_\_\_\_ Date \_\_\_\_\_

As a student I will:

- ❖ attend school regularly and be on time.
- ❖ complete all assignments to the best of my ability.
- ❖ take papers/folders home and share with parents.
- ❖ be responsible for returning assignments/folders.
- ❖ be prepared with books, papers, and necessary materials.
- ❖ always try to do my best in my work and my behavior.
- ❖ show respect and cooperation with all adults in my school.
- ❖ respect the rights of others to learn without disruption/distraction.
- ❖ spend time reading or studying daily.



Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

As a teacher I will:

- ❖ provide an environment conducive for learning and provide high-quality instruction from a high-quality curriculum.
- ❖ report student achievement regularly.
- ❖ provide a safe and pleasant atmosphere for learning.
- ❖ help each child grow to his/her fullest potential.
- ❖ help each child build his/her self-esteem.
- ❖ explain the school rules and enforce them fairly and consistently.
- ❖ demonstrate a positive attitude.
- ❖ communicate with the student and his/her parents.
- ❖ encourage parents to become involved in school activities and the education and well-being of their child.
- ❖ support and attend school functions.

Teacher's Signature \_\_\_\_\_ Date \_\_\_\_\_